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THE EDINBORO QUARTERLY

CATALOG NUMBER

JULY, 1922

Vol. IX No. 3

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EDINBORO TRAINS TEACHERS

THE EDINBORO QUARTERLY

THE EDINBORO QUARTERLY is issued in January, April, July and October by the Edinboro State Normal School. The July number is the catalog. The other three numbers are filled with announcements and general news matter.

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Vol. IX EDINBORO, PA., JULY, 1922 No. 3

CALENDAR 1922-'23

First Semester begins.....Monday, September 18
First Quarter ends.....Friday, November 17
Thangsgiving Recess.....Thursday, Nov. 30, to Sunday, Dec. 3
Christmas Recess.....Friday M., Dec. 22, to Sunday, Dec. 31
First Semester ends.....Friday, January 26
Second Semester begins.....Monday, January 29
Holiday, Washington's Birthday.....Thursday, February 22
Third Quarter ends.....Friday, March 30
Easter Recess.....Thursday M., March 29, to Sunday, April 8
Holiday, Memorial Day.....Wednesday, May 30
Second Semester, work ends.....Friday, June 1
Baccalaureate Sermon.....Sunday, June 3
Commencement.....Wednesday, June 6
Summer Term begins.....Monday, June 18
Summer Term ends.....Friday, August 17

BOARD OF TRUSTEES

Term expires first Monday in July, 1923

C. C. Hill, President.....*North East*
George S. Criswell.....*Franklin*
H. E. McConnell.....*Mercer*

Term expires first Monday of July, 1924

Miss Ella Skiff.....*Edinboro*
Miss C. Elizabeth Battles.....*Girard*
A. A. Culbertson.....*Erie*

Term expires first Monday of July, 1925

Mrs. Ramsey Burton.....*Erie*
F. A. Loveland.....*Corry*
F. P. Miller, Vice-President.....*Meadville*

OFFICERS OF ADMINISTRATION
1921-'22

Arthur G. Crane, A.M., Ph.D., Principal.
Clarence C. Crawford, Ph.B., Dean of Instruction.
H. Sackett, A.M., Dean of Men.
Maud M. Patterson, A.B., Dean of Women.
Katherine Howland Sallee, Bursar.
Earl P. Campbell, Treasurer.
Iven E. Case, Librarian.
Harriet L. Chapman, Secretary to the Principal.
Mrs. M. A. Lockard, Nurse.
Mrs. Laura A. Johnson, Matron.

THE FACULTY

1921-'22

Arthur G. Crane, A.M., Ph.D., Principal.
Clarence C. Crawford, Ph.B., Dean of Instruction.
H. Sackett, A.M., Dean of Men; Social Studies.
Wallace J. Snyder, Sc.B., Science.
Ada Evelyn Jones, Supervisor.
B. Regis Harrison, Health Education.
Catherine Avery, Health Education.
Waldo F. Bates, Jr., Head Art Department.
Aime Henri Doucette, Art.
S. G. Emery, Head Music Department.
Venita R. Dudgeon, Music.
E. Grace Graham, A.B., Latin and Spanish.
Maud M. Patterson, A.B., Dean of Women; Mathematics.
Helen K. Middleton, French.
Thomas A. Hillyer, A.M., Education.
Rosa King Wells, A.M., Geography.
Lilley Young, A.B., Social Studies.
Iven E. Case, Librarian.
L. H. Van Houten, A.M., Director Erie Branch.
Emma Klingel, Erie Branch; Geography.
Celestia J. Hershey, Supervisor Erie Branch.
Alice Harmon, A.M., English.
Mary M. Haecker, A.M., Primary Methods.
Anna J. Lamphier, Handwork.
Ione Sikes, Assistant Girls' Health Education.
Gladys Harrison, B.S., Training Teacher, First Grade.
Mary C. Taylor, B.S., Training Teacher, Second Grades.
Frances Burchfield, Prin. Elementary School, Training Teacher, Third and Fourth Grades.
Maude Howard, Training Teacher, Fifth and Sixth Grades.
Bianche Howard, Training Teacher, Advisor Seventh Grade.
Isabel Adam, B.Ed., Training Teacher, Advisor Eighth Grade.
Edna J. Hazen, B.S., Prin. Junior High School, Advisor Ninth Grade.
Genevieve Kelty, A.M., Training Teacher, Advisor Tenth Grade.
Claribel A. Belknap, A.B., Training Teacher, Advisor Eleventh Grade.
Charles Larcomb, A.M., Prin. Senior H. S., Advisor Twelfth Grade.
James D. McVean, B.S., Vocational Director.
Delia A. Rightmire, B.S., Domestic Science.
Minnie S. Stump, B. of Ped., Erie Branch, Critic Teacher, Fifth and Sixth Grades, and Handwriting at Edinboro.

Florence W. Schaper, A.M., Erie Branch, Critic Teacher, Third Grade.
Grace Eckman, B.S., Erie Branch, Critic Teacher, Fifth and Sixth Grades.
Grace Fenton, Erie Branch, Critic Teacher, Second Grade.
Carrie Keeves, Erie Branch, Critic Teacher, Fourth Grade.
Laura L. Remer, A.M., Erie Branch, Supervisor Primary Training and Critic Teacher, First Grade.
Martha D. Fink, Ph.B., Kindergarten and Primary Methods.
Julia E. Booth, Sc.B., English and Dramatics.
Melvin Biggs Boodwin, A.M., Public School Music.
F. S. Heinaman, A.B., Mathematics.
W. W. Irwin, A.B., Citizenship and Methods.

SPECIAL LECTURERS ON PEDAGOGY

C. E. Douglass, A.M., Assistant Superintendent City Schools, Baltimore, Md.
I. H. Russell, A.B., Superintendent Erie County Schools.
Ben G. Graham, A.M., Superintendent City Schools, New Castle, Pa.
C. W. Lillibridge, A.B., Superintendent McKean County Schools.
I. B. Bush, A.M., Superintendent City Schools, Erie, Pa.

Summer School Students—1922

"Hail, Edinboro, and the days we've spent with you,
In our work and our play together!
Here's a health to comrades true."

Photo by L. V. Kupper

HISTORICAL SKETCH

The Edinboro State Normal School is sixty years old, its charter having been granted in 1861. Under the Normal School Act of 1857 it was possible to maintain a state-recognized normal school on a partially private basis, and Edinboro was thus operated until 1914 when it became a real state institution through the purchase by the state of the privately owned stock in the corporation.

Edinboro, the second oldest state normal school in Pennsylvania, has always stood well among the institutions of the Commonwealth. She has shown unusual foresight in adjusting herself to the changing conditions and demands of the past few years, and when the new uniform curriculum was introduced in the normal schools, Edinboro was perhaps the best prepared institution in the state for the radical changes involved in the new program. Edinboro recognizes one supremely important function—EDINBORO TRAINS TEACHERS.

Location

Edinboro is a prosperous village on the south shore of Edinboro Lake, in the heart of the rich agricultural district of northwestern Pennsylvania. The village was founded about the end of the eighteenth century by New England people whose descendants constitute the chief element in the population today. Lying between the beautiful campus of the State Normal School and the charming lake once known by the Indian name "Conneautee," and with gentle slopes and forest clad hills to either side, Edinboro has a most delightful location.

The Northwestern Pennsylvania electric railway passes the Normal School campus. This road provides excellent service to Erie, twenty miles north, where it connects with the New York Central, the Pennsylvania, the Nickel Plate and the Bessemer roads. At Cambridge Springs, seven miles south of Edinboro, it connects with the Erie, and it connects with the Bessemer at Harmonsburg and Linesville, and at the latter point also with the Pennsylvania. When coming through Erie one should deliver baggage checks to the Erie Transfer Company, which will transfer baggage to the Northwestern Pennsylvania station. On reaching the campus, the student should go at once to the administrative offices in Normal Hall for registration.

EXPENSES

EXPENSES IN ALL DEPARTMENTS

NORMAL AND ARTS DEPARTMENTS

	School Year 36 Weeks	*First Semester 18 Weeks*	*Second Semester 18 Weeks*	*Summer Term 9 Weeks*
Board, Home and Laundry*	$252.00	$126.00	$126.00	$ 63.00
Registration Fee†	20.00	10.00	10.00	10.00
Laboratory—				
Agriculture‡	6.00	3.00	3.00	
Chemistry‡	6.00	3.00	3.00	
Cooking	10.00	5.00	5.00	
Arts and Crafts	6.00	3.00	3.00	3.00

MUSIC—SPECIAL STUDENTS

Voice or any Instrument— $1.00 per lesson.				
One lesson per week	36.00	18.00	18.00	9.00
Two lessons per week	72.00	36.00	36.00	18.00

INSTRUMENTS FOR PRACTICE

Piano— One hour daily, 30c per week	10.80	5.40	5.40	2.70
Organ— Two hours weekly, 30c per week	10.80	5.40	5.40	2.70

*Dormitory students are required to furnish their own towels, napkins, toilet articles, bed comforts and wash curtains, if desired.

Persons desiring to room alone must pay the full amount the room or rooms would cost if filled to capacity. An extra charge may be made for special services.

†The registration fee includes enrollment, athletic, and entertainment fees.

‡In addition, breakage of apparatus is charged at actual cost.

RATES FOR TRANSIENTS

Meals 50c
Lodging 75c

Washington School, Home of Erie Branch

CURRICULA

The Pennsylvania State Normal School Program of Studies as adopted by the Board of Normal School Principals on April 28, 1922, is divided into four groups as follows:

GROUP I.

Kindergarten and Primary (Grades 1 to 3)

First Semester:

	*	†
Introduction to Teaching	3	3
English Fundamentals	3	3
English Composition	2	2
Oral Expression	2	2
Nature Study	2	2
Personal and School Hygiene	2	2
Art	3	3
Music	3	3
Physical Education	3	1
	23	21

Second Semester:

Psychology and Child Study	3	3
English Composition	2	2
Teaching of Primary Reading	3	3
Constructive Handwork	2	2
Music	2	2
Handwriting	2	1
Nature Study	1	1
Physical Education	3	1
Elective (For kindergarten in kindergarten theory, materials, methods, and observation; for primary in such subjects from the list of electives as are most needed)	5	5
	23	20

Third Semester:

Student-teaching, including School Efficiency and Conferences	15	15
Teaching of Primary Subjects	3	3
Physical Education	3	1

* Number of periods per week.

† Number of semester hours of credit.

Fourth Semester:

History and Principles of Education	3	3
Children's Literature and Story Telling	3	3
Educational Sociology	3	3
Art	2	2
Music	2	2
Physical Education	3	1
Health and Hygiene in the Elementary School	3	3
Elective	3	3
	22	20

Total of 80 Semester hours.

GROUP II.

Intermediate (Grades 4 to 6)

First Semester:

The same as for Group I.

Second Semester:

Psychology and Child Study	3	3
English Composition	2	2
Teaching of Arithmetic	3	3
Teaching of Geography	3	3
Teaching of Social Studies	3	3
Music	2	2
Art	2	2
Handwriting	2	1
Nature Study	1	1
Physical Education	3	1
	24	21

Third Semester:

Student-Teaching, including School Efficiency and Conferences	15	15
Teaching of English	3	3
Physical Education	3	1
	21	19

Fourth Semester:

History and Principles of Education	3	3
Juvenile Literature	3	3
Educational Sociology	3	3
Art	2	2
Music	2	2
Health and Hygiene in the Elementary School	3	3
Physical Education	3	1
Elective	2	2
	21	19

Total of 80 Semester hours.

GROUP III.

Junior High School (Grades 7 to 9)

First Semester:

The same as for Group I.

Second Semester:

Psychology "A"	3	3
English Composition	2	2
Oral Expression	2	2
Art	3	3
Music	3	3
Social and Industrial History of the U. S.	3	3
Economic Geography of the U. S.	3	3
Physical Education	3	1
	22	20

Third Semester:

Psychology "B"	3	3
World Problems in Geography	3	3
Physical Education	3	1
Elective—		
English ....3-3 or 6-6		
Science I ....3-3 or 6-6		
Social Studies I 6-6		
Mathematics I 6-6		
Foreign Language 6-6	12	12
	21	19

One year of Algebra and one of Plane Geometry are required to specialize in Mathematics.

Three years of Latin, including Cicero, or two years of a modern foreign language, are required to specialize in a foreign language.

Fourth Semester:

Purpose, Organization, and Development of the Junior High School	3	3
Physical Education	3	1
Elective—		
English ....3-3 or 6-6		
Science II ....3-3 or 6-6		
Social Studies II ....3-3 or 6-6		
Mathematics II 6-6		
Foreign Language II 6-6	15	15
	21	19

These electives are only for those who have taken the corresponding courses in the Third Semester.

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"Lake of gray! At dawn of day
In soft shadows lying.
Waters kist by morning mist

Fifth Semester:

Student-Teaching, including School Efficiency and Conferences	15	15
Guidance	3	3
Physical Education	3	1
Free Elective	2	2
	23	21

(Under "Free Elective" here and in the Sixth Semester not more than three semester hours of Art, Music, or Education may be offered by the School.)

Sixth Semester:

Education Sociology	3	3
History and Principles of Education	3	3
Educational Measurements	3	3
Health and Hygiene in the Junior High School	3	3
Physical Education	3	1
Free Elective	7	7
	22	20

Total of 120 Semester hours.

GROUP IV.

Rural.

First Semester:

The same as for Group I.

Second Semester:

Psychology and Child Study	3	3
English Composition	2	2
Teaching of Arithmetic	3	3
Teaching of Geography	3	3
Teaching of Social Studies	3	3
Music	2	2
Art	2	2
Handwriting	2	1
Physical Education	3	1
	23	20

Third Semester:

Student-Teaching, including School Efficiency and Conferences	15	15
Teaching of Reading	3	3
Physical Education	3	1
	21	19

Fourth Semester:

History and Principles of Education	3	3
Children's Literature and Story Telling	3	3
Agriculture	3	3
Rural Sociology	2	2
Art	2	2
Music	2	2
Health and Hygiene in the Rural School	3	3
Physical Education	3	1
Elective	3	3
	24	22

Total of 82 Semester hours.
Eighty required for graduation.

ELECTIVES

Education:		
Kindergarten Theory, Materials, Methods, and Observation	* 5	† 5
Educational Psychology	3	3
The Public School Curriculum	3	3
English:		
English Authors and Literature	3	3
American Authors and Literature	3	3
Study of Prose Fiction	3	3
Teaching of English in the Junior High School	3	3
Mathematics:		
Intermediate Algebra	3	3
Advanced Algebra	3	3
Plane Trigonometry	3	3
Teaching of Mathematics in the Junior High School	3	3

(Beginning Algebra and Plane Geometry supposed to have been done in the high school.)

Science:		
General Chemistry	4	6
Qualitative Analysis	6	3
Household Chemistry	6	3
General Physics	4	6
Biology	4	3
Physiography	3	3
General Science	4	3
Teaching of Science	3	3
Teaching of Geography in the Junior High School	3	3
Social Studies:		
American History to 1840	3	3
American History since 1840	3	3
American Government	3	3
Modern European History	3	3
General Sociology	3	3
Economics	3	3
Teaching of History	3	3
Foreign Language:		
Cicero	3	6
Vergil	3	6
French I	3	6
French II	3	6
Spanish I	3	6
Spanish II	3	6

(The first two years of Latin supposed to have been done in the high school.)

"Free" Electives:

Any subjects not listed above but agreed upon by faculty and student. They permit additional work in chosen fields to qualify for teaching in Senior High Schools.

REQUIREMENTS FOR ADMISSION

ADOPTED MARCH 23, 1920

1. Candidates of approved secondary schools who can present evidence of having completed fifteen units of high schools work will be admitted as regular students to the State Normal Schools.

2. A unit shall consist of not less than thirty-six weeks of work requiring at least four periods a week of not less than forty minutes a period or its time equivalent. Subjects not requiring out-of-class preparation or study shall require double time in estimating the units.

3. Credentials of all students entering the state normal schools shall be received and evaluated by the normal schools. Blanks for this purpose should be secured from the normal school on or before August 1, as they have to be filled out in detail, signed by the high school principal or other responsible official, and received and approved as stated above before the student can be officially enrolled.

4. Adequate knowledge of the subject matter in the elementary subjects will be presupposed on the part of all students admitted to the normal schools.

5. Required units for admission:

English	3 units	
Mathematics	1 unit	
Science	1 unit	
Social Studies	1 unit,	after September, 1923, 2 units
Elective	9 units,	after September, 1923, 8 units
Total	15 units	

6. To holders of permanent and professional certificates will be given one unit credit toward admission as regular students to the normal schools for each subject of high school grade written on the certificate.

7. Advanced credit will be given for equivalent courses in approved teacher-training institutions.

ENTRANCE AND ADVANCED CREDIT FOR TEACHERS IN SERVICE

ADOPTED BY STATE DEPARTMENT OF PUBLIC INSTRUCTION

The following conditions apply to those persons who have taught in Pennsylvania public schools prior to July 1, 1922:

1. "The fifteen units of high school work required for entrance to the state normal schools may be earned:—

In approved high schools
In summer schools
In extension classes
By correspondence study
By tutoring under approved conditions.

CREDITS FOR ENTRANCE MAY ALSO BE SECURED BY TEACHING EXPERIENCE IN PENNSYLVANIA PUBLIC SCHOOLS AT THE RATE OF THREE STANDARD HIGH SCHOOL UNITS FOR EACH YEAR OF SUCCESSFUL TEACHING."

2. "Whenever a teacher has earned the credits necessary for entrance to a state normal school in any of the above ways or by a combination of them, four semester hours of credit on a regular state normal school curriculum may be granted for each year of teaching experience in Pennsylvania with a rating of "middle or better", subsequent to meeting the entrance conditions, up to a maximum of thirty-two semester hours, provided, however, that all credit thus given shall be conditional until the teacher shall have proved his ability to do the work of the state normal school curriculum in a creditable manner."

3. "In all cases in which normal school credit is given for teaching experience the work remaining to be done shall be selected by the authorities of the normal school to secure the best development of the student in teaching power."

4. "A minimum of one semester resident study shall be required of all candidates for graduation who are credited for teaching experience as outlined above."

5. "Entrance and normal school credits based on teaching experience as outlined above will not be granted after September 1, 1927."

"Dare I ever touch the silence with the whisper of a prayer?"

DESCRIPTION OF WORK

EDUCATION

Introduction to Teaching:

The primary purpose of this course is to aid students in selecting a specific curriculum at the end of the first semester, and to imbue them with a strong professional spirit and high standards of professional ethics. It includes consideration of the different types of teaching service, the general aims of the public schools, and, more specifically, the work to be accomplished by the primary, intermediate, junior high and rural schools respectively, a brief sketch of the characteristics of children in these different types of schools and the qualifications required of teachers to meet the needs of children at the different age levels in these different types of schools. The broad social aims of each type of school and its relation to the state are emphasized.

The instruction in this course is closely correlated with frequent visits of observation in the training school.

Psychology and Child Study:

This is an elementary course in general psychology and the general psychological principles which underlie teaching and class management. It forms the basis of the more specific courses in educational theory and practice. The chief topics, treated are—consciousness and conduct, behavior and learning, thte nervous system, sensation, perception, imagination, memory, association, economy in learning, and the higher thought processes.

Psychology "A":

The work here is the same as that in "Psychology and Child Study".

Psychology "B":

This is a somewhat intensive study of the meaning and the physiological and psychological characteristics of the period of adolesence. The work is related as closely as possible to teaching and management in the Junior High School. Students taking this course should have had "Psychology and Child Study", "Psychology 'A' ", or the equivalent.

Educational Psychology:

This course aims to present the best of what is known about the psychology of learning. It takes up such things as—the nature of learning, the learning curve, economy in learning, retention of experience, the nature of learning capacity, transfer and interference,

fatigue and learning, and inborn nature and learning. It deals also with individual differences and measurements of intelligence. The course is somewhat advanced and should be taken only by students who have had "Psychology and Child Study", "Psychology 'A' ", or the equivalent.

Educational Measurements:

Only measures of achievement are treated here. Measures of intelligence are taken up in "Educational Psychology". This course is a study of the standardized tests and scales of most value in determining progress in the different subjects of the elementary and junior high schools, especially the latter. Such elementary treatment of statistics is included as is necessary to enable students to interpret tests and to judge their reliability. Students in this work should have had "Psychology and Child Study", "Psychology 'A' ", or the equivalent.

History and Principles of Education:

This is an integrating course and aims to leave the student with a systematic knowledge of the evolution of education and a unified body of educational doctrine. It traces the origin and development of education as a social process from primitive to modern times with attention given principally to ideals, materials, methods, institutions, and leaders. Special emphasis is placed upon the evolution of the public educational system of the United States and upon present practices and tendencies.

Educational Sociology:

This course is a general study of social conditions for the purpose of finding out what demands they make upon education—especially upon that of elementary and junior high school grade. The work passes to a consideration of how far these demands are met through the typical public school, schools for defectives and other expectional classes, general and special education, scouting, playgrounds, etc., and of the improvements in education which ought to be made.

The Public School Curriculum:

This course is a somewhatt intensive study of the subject-matter of the public schools, especially the elementary and junior high schools. The present curriculum is taken up in detail, subject by subject, and criticized in the light of sound objectives to determine in what respects it is defective and how it can be improved.

Kindergarten Theory, Materials, Methods, and Observation:

This course deals primarily with kindergarten aims, purposes, technique, and equipment. Special attention is given to the underly-

ing principles and objectives in modern kindergarten practice, with a consideration of such topics as: (1) playlife in the first eight years; (2) the use of play in childhood education; (3) the kindergarten curriculum; (4) the use of song, story, music and game in the kindergarten; (5) the constructive occupations; (6) the relation of the kindergarten to the primary grades.

Observation and participation in the training school is a prominent feature of the course.

Teaching of the Primary Subjects:

All the subjects taught in the primary school are taken up and each one is treated, as far as the time permits, as to principal aims, material, and methods. Special attention is given to—sources of material, use of environmental materials, examination of courses of study, and observation and evaluation of class-room exercises. Practice-teaching parallels the other work of the course.

Purpose, Organization, and Development of the Junior High School:

This course deals with the causes of the dissatisfaction with the present organization of schools, definitions and history of the junior high schools, forms of indifferent parts of the country, buildings and equipment, the teaching staff, comparative costs, provisions for individual differences, articulation with lower and higher schools, curricula and courses of study, social life, etc.

Guidance:

The work here deals with the problems and methods of vocational guidance especially as related to the junior high school. It emphasizes the importance of finding out as early as possible what work in the world one is best fitted for and of letting special training for that work begin in some degree as early as possible. It traces the development of vocational guidance from the superstitious methods of primitive times to the increasingly scientific methods of the present and tries to give through analysis of the requirements of different kinds of work and the abilities of different individuals a basic conception of what vocational guidance means and something of its method.

ENGLISH

English Composition:

This course includes a thorough study of the forms of English prose composition together with much practice in writing. The four types of English prose; narration, description, exposition, and argumentation are carefully studied and analyzed with reference to form, content and technique. Special attention is given to the essay and the short story as media of prose expression and students are required to write frequent themes illustrative of the various prose forms discussed. these are made the subject of class criticism and discussion. The teacher in charge of the class meets the students from time to time for personal consultation.

Handwriting

This course aims to secure legibility, speed, and ease in handwriting and to give preparation for teaching it. The work includes a great variety of drills and exercises and some study of the hygiene, psychology and pedagogy of the subject.

Teaching of Primary Reading

This course presents the most approved methods of teaching reading in the first three grades. It includes a brief study of the history of primary reading methods; teaching beginning reading; the formation of right reading habits; the importance of and methods of conducting silent and oral reading classes; the value of and development of phonics in the lower grades; choice and selection of text-books; and the use of standardized primary reading scales. Demonstration lessons are observed in each of the primary grades after which a limited number of lessons are planned and taught by the students.

English Fundamentals

The purpose of this course is to train students to recognize and to use correct oral and written expression. To this end about a third of the time is devoted to the study of English grammar, particularly to those principles that function largely in speech and writing. The principles not only of grammar but of pronunciation, etymology, and spelling are studied and constantly applied to the student's use of language. Practice in oral and written composition is afforded throughout the course.

Children's Literature and Story Telling

This course aims to give the student comprehensive knowledge of material available in the field of children's literature, and to develop power to select from this material the best for use in the classroom.

Taste, appreciation, and discriminating judgment in selecting are developed. Students are taught to choose those things that have a strong appeal to children as well as literary value. The study of folk tales and fairy stories is included in the course.

The course in story telling covers the principles involved in telling stories to children. It involves also the application of the principles of child psychology and voice training to the telling of stories.

Juvenile Literature

This course includes the literature suitable for children of intermediate and junior high school grades, and aims to give students control over the technique of silent reading. Students become familiar with the standard measurements of silent reading.

Students are required to do wide reading in the field of juvenile literature, and are trained to select that which has a strong appeal to children. Selections are analyzed with a view to determining wherein that appeal lies. Magazines and current literature are read and selections made from these sources.

Oral Expression

The purpose of this course is to develop power to speak efficiently in such situations as appear in everyday life. To this end students are trained in voice control as well as in thought-getting and in organization of ideas. Training is given in clear enunciation and correct pronunciation.

English Authors and Literature

This is a survey course, the purpose of which is to make students familiar with the main facts in the development of English literature, to teach types and tendencies which prevailed in various periods in the course of its development, to give training in establishing right literary standards, and to make students familiar with the men who have made our literature.

American Authors and Literature

The course "Introduction to English Literature" is a prerequisite to this course, the purpose of which is to teach the development of American literature from colonial times to the present. The course includes wide reading in the various forms of American literature, and trains the student in the principles of evaluation which should operate in the selection of good reading from American authors for use in teaching.

"We love thy lake and skies,
Thy western hills of purple where
The flush of daylight dies."

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Teaching of English

The work of this course is planned to correlate the subject matter of group two with modern methods and with the work of the public school.

Teaching of English in Junior High School

The aim of this course is to systematize subject matter,—mechanics of language,—oral and written composition and classics on the basis of the model plan. The work is closely grooved with the public school as to interests, motives, problems and projects.

Study of Prose Fiction

This course presents a study of the short story, and covers the most significant work of Stevenson, Kipling, Irving, Poe and others. The course attempts to give students right standards and to train judgment in selecting prose fiction of value.

MATHEMATICS

Intermediate Algebra:

This course includes a review of first year algebra with more difficult problems of each topic, fractional and negative exponents, evolution, radicals, complete solution of quadritics including simultaneous quadratics, graphs, and binomial theorem. Prerequisite: First year algebra.

Advanced Algebra:

This course includes a short review of work in intermediate algebra with emphasis on algebraic and graphical solution of quadratics, variables, functions, theory of equations, solution of equations of degree higher than quadratic, determinants, mathematical induction, progressions, logarithms, permutations and combinations. Prerequisite: Year and a half of algebra.

Plane Trigonometry:

This course includes measurements of angles, trigonmetric functions, solution of right and oblique triangles by means of natural functions and logarithms and practical applications.

Teaching of Junior High School Mathematics:

The following topics are studied in this course: aims; selection and organization of subject matter; management of class; modes of instruction; methods of teaching specific topics such as percentage and its applications, mensuration, intuitive geometry and elementary algebra; use of standard tests; observation of teaching in the training school and practice teaching.

Teaching of Arithmetic:

This course is designed to meet the needs of grades four, five and six. The topics considered include aims; selection of subject matter; management of class; modes of instruction; methods of teaching fundamentals with integers, fractions and decimals, denominate numbres, and solution of problems; use of standard tests; observation of teaching in the training school and practice teaching. This course presupposes a fair knowledge of subject matter.

SCIENCE

General Chemistry:

This is a fundamental course dealing with the laws and elementary principles of chemistry. The application of chemistry to the arts and industries is an important part of the course. The work is covered by text book, supplementary reading and laboratory exercises.

Qualitative Analysis:

A laboratory course in which the project method is fully utilized. The group system of separation is learned with the use of pure chemicals of known composition. The student is then required to apply the principles by working out substances of unknown composition. Individual observation and proficiency are required.

Household Chemistry:

A laboratory course in the study of household materials, laundry preparations, textile fabrics, dyes and dyeing, food preservatives, milk and milk products, water purification, etc.

General Physics:

A course in practical physics with special emphasis on manipulation of apparatus for demonstration purposes. Projects relating the

laws and principles of the subject involved in the use of labor saving devices in the home and shop will be required as laboratory exercises. A knowledge of elementary mathematics is required.

Biology:

A general course covering the fundamental principles of the subject. Laboratory work, including dissection of a number of types, will be required.

General Science:

A course designed for those who will teach the subject in the training school. Laboratory work will give special attention to the handling of apparatus for demonstration purposes. A large number of problems and their solution will be considered.

Agriculture:

A course prepared to give a better understanding of agriculture as the greatest of all basic industries. It is not planned for the purpose of making farmers but rather for the purpose of stopping the unmaking of them. A study of the problems of agriculture viewed as producers and consumers.

Nature Study:

A course planned to obtain a knowledge of nature by actual contact and observation. Projects requiring first-hand information for their solution will form a large part of the course. Abundant material for collection and study is obtained locally.

The Teaching of Science:

A course in methods, ways and means. Discussion and criticism of demonstration lessons will form a large part of this course.

GEOGRAPHY

Principles of Human Geography:

A study of how the ways of working and living throughout the world is influenced by such things as the character of the lands, whether the place is near an ocean or far from an ocean, near the

equator or near the poles, by the extent, character and utilization of the soil and other resources, by racial characteristics, national policies, ideals and ambitions, by international hatreds.

Economic Geography of the United States:

A study of how the distribution, transportation, manufacture, and marketing of the raw materials of industry are influenced by physical factors, racial characteristics, and political conditions, and of how industrial development is influenced by geographic factors.

World Problem in Geography.

The purpose of this course is to assist teachers of geography in junior high schools to think with an international viewpoint, to read current news with intelligent interest, and to teach their pupils to have an intelligent interest in the affairs of the world with which we are increasingly concerned.

The Teaching of Geography:

A study by examples of how the fundamental geographic factors, mathematical, physical and political help to determine the distribution and modes of life of the world's population; a study of the various so-called methods that are commonly used in teaching geography, including something of their historical development, of the more apparent advantages and disadvantages of each with special emphasis on the use of problems; the uses of geographic materials.

The Teaching of Geography in Junior High Schools:

A study of selected portions of the subject matter of junior high school geography to trace relationships between life activities and the geographic factors concerned and to illustrate the various methods of approach and treatment.

SOCIAL STUDIES

American History in 1840:

This course is mainly narrative, emphasizing those features which are generally regarded as most important. Its purpose is both to broaden the resources of prospective teachers of American history, and to supply a foundation for intensive study of special periods of American development. The work is based on a text book and collateral reading.

American History Since 1840:

Similar to "American History to 1840" but dealing the later period.

American Government:

A study of the machinery of our national, state and local government, political parties, American governmental ideals and practices.

Social and Industrial History of the Unitetd States:

A study of social and industrial conditions and their relation to ideals and to governmental action: the effects of inventions, the westward movement, the slavery problem, equal suffrage and prohibition movements, industrial revolutions, etc.

Modern European History:

A survey of the political, social and ecomonic conditions of the leading European countries. Stress is placed on situations preceding World War. Modern problems are studied. Illustrated lectures used frequently.

General Sociology:

This is a study of the general principles of sociology. It considers people in the mass, examining their relations to environment, their groupings, beliefs, customs, institutions, activities, tendencies, etc. The study includes some investigation of social problems of the time and the various solutions suggested. A text book forms the basis of the course.

Rural Sociology:

The primary aim of this course is the inculcation in the minds of the students of a love for and just appreciation of the importance of a healthy country life, and includes consideration of such topics as: defects of present day country life, treated constructively; the lack of rural pride and rural cooperation; land tenantry; migration from the country to the city and its causes; cooperative buying and selling; the need for scientific agriculture; the country home; the country church; good roads; and the country school as an agent in intellectualizing, socializing, and spiritualizing country life.

Economics:

A study of the general principles of political economy, including factors and methods of production, methods of distribution, wealth, value, money, economic problems, etc. Designed to aid those who must teach the rudiments in simpler form and those who wish to pursue a more detailed study in economics.

Our players every one are made
Of mind and muscle tough,
That combination always wins,
And they are up to snuff.
We'll teach the other fellows
They are diamonds in the rough
While we are shouting for Normal.

Teaching of History:

This is a study of the development of school instruction in history with emphasis upon what is best at present in the way of objectives, materials, methods, courses of study, etc. The work is as closely related as possible to the work of the elementary and junior high schools.

Teaching of Social Studies:

The work here aims especially at a selection of such elementary subject-matter from civics, sociology, economics, and other distinctively social subjects as can and ought to be taught in the elementary and junior high schools in the interests of good citizenship. Methods of teaching—as concrete and practical as possible—are studied.

FOREIGN LANGUAGE

Cicero:

The course includes the translation of six orations of Cicero, a study of the political and social situation of his day, and the writing of Latin prose after the model of the text.

Virgil:

The course includes the translation of the first six books of the *Aeneid*, a study of the content and significance of the poem, and a study of the meter.

French I:

The leading principles of French grammar are presented with much drill to fix them; from 100 to 150 pages of easy graduated texts are read with practice in turning into French easy variations of the reading; dictation is given and conversation, with regard both to pronunciation and to fluency, is practiced.

French II:

From 250 to 400 pages of French stories, plays, historical and biographical matter are read; oral and written abstracts of the reading are required; dictation, conversation, and drill in grammar are continued.

Spanish I:

The first year is devoted to the mastery of essentials of Spanish grammar and the acquirement of a varied vocabulary on everyday matters. Spanish is used as much as possible in the class room. Con-

stant practice in composition and in dictation is given. From 100 to 150 pages of easy texts, illustrative of Spanish life and customs ,are read and furnish a basis for simple conversation.

Spanish II:

From 250 to 400 pages of Spanish stories, plays, historical and biographical matter are read; oral and written abstracts of the reading are required; dictation, conversation, and drill in grammar with applications in composition are continued.

MUSIC

The work aims to secure ability in sight reading, singing of rote songs, musical dictation, and appreciation. In a general way it follows the lines recommended for the public schools by the state department.

ART

This work gives the student a collection of things drawn in the grades and a working knwledge of the various mediums used. It gives the prospective teacher the ability to draw and to use drawing in connection with every subject taught. It gives the modern methods of presenting the subject in the grades as required by the State Department of Education. It furnishes the grade teacher, who otherwise might be afraid of this most valuable means of expression, a language that will greatly increase his or her teaching efficiency. It works also toward the big aim of art appreciation.

CONSTRUCTIVE HANDWORK

This gives the student a number of practical problems in handwork which may be used in the grades. Most of these problems may be worked out with materials to be found in the rural home or community, without special or costly equipment. Aside from its immediate coordination of eye, mind and hand the constructive handwork problem, if properly taught, has an immense cultural and practical value and teaches the child to respect and appreciate things well designed and executed.

PERSONAL AND SCHOOL HYGIENE

Such topics as the following are studied: care of the body, proper clothing, food habits, health habits, posture, hygiene of the home, construction of school buildings, school-room sanitation, industrial hygiene, and correlation with other subjects.

HEALTH AND HYGIENE

The following topics are treated with such variation as is needed to meet the needs of students preparing for different grades of school work: importance of health education, growth and development of the school child, records of physical and mental development, gradation and progression, and health interests, and responsibilities at various ages. Opportunity is provided for practice-teaching and participation in concrete civic activities.

PHYSICAL EDUCATION

The work consists of a graded course of physical exercises and games arranged to meet the needs of children at various stages of development, corrective exercises and postural games, marching, calisthenics, mass athletics and rhythmic work including clubs, wands, and folk dancing; simple gymastic games, relays, and drills suitable for use in the school-room; and foot-ball, basket-ball, base-ball, tennis, volley-ball, field-hockey, skating, etc.

ARTS AND CRAFTS

The State of Pennsylvania has a new and attractive field of labor, with adequate salaries open to you. By making Art a required subject in all the Elementary Schools of the State, there is opened up an extensive sphere of new activity in the teaching profession.

Pennsylvania needs hundreds of departmental teachers of Art, of city and county supervisors of Art and Art instructors in the High Schools of the State.

The State has established, at Edinboro, a department for the training of Artists who are to carry on this work. It has placed there the finest studios an dequipment to be found in any of the State schools. It has competent instructors. Its jurisdiction is the entire Western half of the State.

Pennsylvania needs you, provided you have a vital interest in Art, to help inculcate that civic and esthetic attainment which has been so regretfully lacking in many of the communities of the Commonwealth. Therefore, it offers you, at Edinboro, free instruction in a three-year course for the training of Art teachers and supervisors. Your only expenditure is for room, board, and a small registration fee.

At the end of your course you will be trained for a real profession and you will find a real job waiting for you with real money. You will be able to hold your head high and you will receive the esteem of those whom you serve.

Your profession will never be overcrowded. The supply of Art teachers in the State of Pennsylvania cannot equal the demand. Your work will be pleasant and remunerative. Your standing in society will be immutable.

You will enjoy all the privileges and pleasures of college life. Edinboro has an unexcelled campus, gymnasium, and lake, with boating, canoeing, swimming, fishing and skating. It has comfortable dormitories and excellent eats. Its social life will interest you. Its tennis courts and athletics will keep you in trim. Let Edinboro be your home for the next three years. Edinboro Trains Teachers.

NORMAL ART

Three Year Course for Special Students.

First Semester:	Hrs.	Credit
Outlines and Lesson Plans	5	5
Observation, All Grades	2	2
Constructive Drawing, Blackboard	10	5
Figure Drawing, Animals, Trees, Objects, The Parts of a Picture, Outline, Black and White Chalk, Light and Shade, Color. Correlation with Other School Subjects.		
*Junior Art	4	4
English, Education or Psychology	3	3
Health Education	3	1
	26	20

Second Semester:		
Mediums and Their Use	10	8
Pencil, Crayons, Colored Paper, Charcoal, Pen and Ink, Watercolor, Poster Color, Etc.		
*Constructive Handwork	4	4
Crafts	4	4
English, Education or Psychology	3	3
Health Education	3	1
	25	20

Third Semester:		
Design, Theory	5	4
Design, Practice	5	4
Modeling	5	4
Art Education, Theory	4	4
English Education or Psychology	3	3
Health Education	3	1
	26	20

Fourth Semester:		
Conferences and Practice Teaching. Regular Normal Course Instructors, Full Time, 9 Weeks, All Subjects, Including Art	..	7½
Mechanical Drawing, 9 Weeks	12	6½
Art Appreciation, 9 Weeks	6	3
Light and Shade, 9 Weeks	10	3
Charcoal	..	.....
	28	20

*—A Part of the Regular Normal School Curriculum.
See Regular Curriculum for Work in Art of Regular Normal Students.

Fifth Semester:		
Color Theory	5	5
Commercial Art, Theory	2	1
Crafts	5	5
Outline of Art Study. Making and Illustrating, for Rural Schools, Grades 1 through 8	5	5
English, Education or Psychology	3	3
Health Education	3	1
	24	20
Sixth Semester:		
Normal Art Conferences	5	4
The Business of Supervision.		
Materials.		
Professional Ethics.		
Service to the Community.		
Standards of Work.		
Aims of Art Education.		
Art Appreciation.		
Reference Material.		
Outline of Art Study, Making and Illustrating, for Grades 1 through 8, City System	5	4
Outline of Art Study, Junior High School, 9 Weeks	5	4
Outline of Art Study, Senior High School, Elective Course, 9 Weeks	5	4
Supervision	5	3
Health Education	3	1
	28	20
		120

IMPROVED TRAINING SCHOOL FACILITIES

In the Edinboro Quarterly of October, 1921, announcement was made of the new plan for student teaching. This plan has been in operation for a full year and its success has been noteworthy. The most optimistic hopes have been realized.

Edinboro uses three training schools. The one at Edinboro consists of grades one to twelve, including all of the Edinboro Public Schools. During the summer session this school also includes a kindergarten. The high school department is officially approved as a first class state high school. The training school at McLane is a rural two-room village school presenting normal rural school conditions. In Erie, the Normal School joins with the School District of the City of Erie in operating a training school consisting of a kindergarten and the first six grades. In addition to these three training schools, each of which gives its own peculiar type of work, Edinboro seniors are given a final apprenticeship in the Erie City schools. All of the schools of the City of Erie are open to Edinboro students for observation. These three training schools give an opportunity for actual teaching experience to Edinboro students in a typical borough school, a rural school and a highly organized and efficient city school.

By modification of the arrangement of class periods in the Pennsylvania curricula, Edinboro divides its seniors into divisions so that not more than half of them are engaged at any one time in practice teaching. This distributes the demands upon the training schools more evenly throughout the year. The class work of each teaching group is so arranged that for the first eleven weeks of the teaching semester the students are free for observation and teaching from nine in the morning till four in the afternoon. This makes available the entire range of a day's school activities without annoying conflicts with other classes. During the last seven weeks of the semester the students may be freed from all other class work and can devote the entire day to apprentice teaching. It is during this last period that the student-teachers are placed as apprentice teachers in the faculty of Erie City schools.

The teaching division is further divided in accordance with the different curricula, into primary, intermediate, junior high school and rural school groups. Each group may have its own supervisor who is free to arrange conferences, observation and practice periods for the group as a whole or for individuals. In general, during the early part of the semester, conferences with the supervisor will be frequent, both preceding and following periods of observation. One by one students will be assigned simple teaching duties in the training school. The

more mature, more capable or more experienced students will be inducted into actual teaching earlier than pupils less ready to assume such duties. Before the close of the first eleven weeks, each senior will be assigned teaching duties involving not less than a full half day's school program.

It is this free program which realizes the ideal of gradual induction of students to full teaching responsibility. From study of theory the student proceeds to conferences and observation of expert teaching, from observation to simple teaching duties and finally full class room responsibility. If the student be confronted with the whole complex situation which is involved in the care and management of a school room and the instruction in a full program of studies, the difficulties will submerge him. If the introduction to such complex situation can be made gradually; the simpler factors isolated and attacked singly, the path becomes easier and the problems less confusing.

At the close of the first period of training, the student is ready for final apprenticeship in the schools of Erie. The student-teachers are distributed throughout the schools of Erie and assigned as temporary members of the faculty of each school. Each student is placed fully under the control and direction of the principal of the public school, becoming, for the time, a true member of that school faculty. The duties assigned to these apprentices are varied and during the month or six weeks of work give the students very valuable experience.

Reports made by the Erie principals to the Normal School upon the work of these helpers show conclusively that the previous training had already brought the students to a high state of efficiency. School superintendents often complain that normal school graduates do not understand the full round of school duties as their training had been restricted to little fragments of the day's work. Edinboro's plan meets this defect by providing a final and full experience of school room duties.

The training school is the pivotal point of all the work of the school. It functions as the laboratory for other departments of the school and articulates with peculiar intimacy with the department of education. In the training school are worked out the experiments in method and organization. The training school presents demonstrations of new problems in teaching, new methods of instruction and at all times aims to present high examples of expert craftsmanship. Demonstration lessons are planned carefully by the training teachers in conference with the principals of the elementary, junior and senior high schools, supervisors of practice and heads of departments. Edinboro aims to center the work of instruction around the training school. Edinboro provides for nearly double the amount of actual teaching required by the Pennsylvania curricula.

The results of this year have been excellent and it is believed that future experience of Edinboro graduates will prove the great value of this laboratory and field experience. If one must learn to swim by swimming, to sing by singing so one must learn to teach by teaching. Adequate training school facilities are to a normal school what a well equipped hospital and clinic are to a medical school or laboratories and shops to an engineering college. Those who desire practical experience and training in skill under the most favorable conditions will do well to select a normal school that has thorough and adequate facilities for student teaching.

"Let music rule the fleeting hour,
Her mantle round us draw."

THE ERIE BRANCH

For several years prior to the school year of 1921-22 the City of Erie provided teacher training in a normal school which was a part of the city school system. This institution performed a valuable service during its existence but, in accordance with the trend of the times for the state to assume full responsibility for training its teachers, it was felt that the time had come for its work to be taken over by the state. The granting of state artificates permitting graduates to teach in any Pennsylvania school is one of the advantages accruing from the change. The Erie City Normal School passed into history and became the Erie Branch of the Edinboro State Normal School upon the execution of a contract between the Erie Board of Education and the Board of Trustees of the Normal School.

The agreement which took effect with the beginning of the 1921-22 year, provides that quarters and stationary equipment be furnished by the City of Erie and that the state furnish the teaching force and such items of equipment as library books, maps, globes, etc. The school has been adequately housed in the Washington building at 21st and Sassafras streets. Practically the entire third floor of this modern fireproof building is used. In addition a two-story dwelling on 20th street and a two-story brick building on the school grounds, which were formerly used as vocational centers, have been cocupied as needs demanded. Gymnasium and swimming pool facilities have been provided in the magnificent new Academy High School. Ample room is provided for satisfactory work in all departments.

During 1921-1922, two full time resident teachers were on the staff. The remainder of the instruction was cared for by the teachers from the school at Edinboro who commuted to Erie. In a few instances specialists in the Erie schools were used. The staff of resident teachers will be much enlarged for 1922-23 so that much more efficient work can be done.

Demonstration teaching has been cared for by the employment of six critic teachers in the grades at Washington school. Special attention was given in their selection to ability to do demonstration work and direct practice teaching.

Gradual introduction to actual teaching is given in the demonstration school. The entire city system is open to practice teaching which gives students an unusual advantage in seeing a large city system in actual operation. Students are thus enabled to work as nearly as possible under conditions which they will meet after graduation.

Enrollment is open to all residents of Erie and those of the vicinity who commute, no dormitory facilities being provided.

EXTENSION DIVISION

The school year of 1921-22 marked the beginning of extension service for the Edinboro State Normal School. By this means teachers in service in the territory of Edinboro were enabled to receive many courses of instruction without taking time from their regular duties and at a low cost. Cooperative arrangements were made with Pennsylvania State College whereby certain courses were approved for credit at that institution. Other courses received credit only at Edinboro in the regular normal curricula.

Classes were conducted in Corry, Erie, Farrell, Franklin, Meadville, Sharon. Very extensive work was done in Erie where thirteen courses were given to public school teachers. Other classes were held at the Villa Maria and St. Stanislaus schools.

The following courses were given:

Child Psychology.
Educational Measurements.
Educational Psychology.
Introductory Psychology.
Blackboard Illustration.
Teaching of Art
Teaching of English
Teaching of Geography
Teaching of Language
Teaching of Mathematics
Teaching of Nature Study
Teaching of Penmanship
Teaching of Reading and Language
Teaching of Social Studies
Economic Geography
English—19th Century
Public School Music
Penmanship
Problems in Present Day Education

Instructors for the courses were members of the Normal School faculty with the addition of a few members of the Erie teaching force.

For the year 1922-23 the opportunities for extension study will be greatly improved and extended. Any course in the Normal School curricula will be taught wherever a class can be organized within reach of Edinboro. In general a class should number not less than twenty students, each enrolled for two semester hours of work. A semester hour of work in extension study is one hour per week for sixteen weeks. A two semester hour course will meet for two consecutive hours each week.

As there are no state funds for the maintenance of extension instruction the courses must be entirely supported by fees. The fee for a course carrying one semester hour of credit at Edinboro is five dollars, making the standard two-semester course cost the student ten dollars. For the partnership course conducted by State College and Edinboro the fee is seven dollars per credit or fourteen dollars for the standard two-semester hour course. These fees are payable in advance at the opening of the course and are not subject to refund.

All credits earned are accepted towards the normal school diploma at Edinboro and the credits earned in partnership course receive credit towards the degree of Bachelor of Arts in education at State College. These credits are also accepted by the State Department of Public Instruction for the satisfaction of teachers' license requirements.

A circular giving the detailed announcements of the extension study opportunities will be ready for mailing in August. Those interested can obtain copies by writing to the Principal, Edinboro, Pa.

EDINBORO A FIRST-CLASS HIGH SCHOOL

Edinboro High School was rated as first class last year by the state. This was a long coveted recognition.

The normal and high school are so closely related in every way that each is affected by the other. Normal students now have the privilege of observing and participating in a first class high school of two hundred students.

Without being faddish, the school trys to adopt all that is best in modern educational aims and methods. One of the chief objectives is to prepare each student to do some specific part of the world's work. The different departments prepare for teaching, college entrance, engineering, business, agriculture and home-making.

Bright students who lack high school points may make up the deficiency while carrying regular normal work.

Photo by L. V. Kupper

"Other years may bring us tears,
Other days be full of fears,
Only hope the craft now steers;
Cares are for the morrow!"

LIVING CONDITIONS AT EDINBORO

The school offers two dormitories for the use of students. These are conveniently located amidst beautiful surroundings of the campus. The rooms are large, well ventilated, every room having not less than two windows, electric lights and steam heat. Bath rooms on every floor.

The dining room is the most beautiful school dining room in the state, the kitchen modern, and the food excellent. The school raises fresh vegetables for use in season and cans and preserves for winter use. The system of self service instituted a year ago in the dining room has proved successful and will be continued.

The school provides all linen for the beds. Students need to furnish only an extra blanket or comfort and such personal linen as towels and table napkins and any room decorations, wash curtains and table covers which they may desire to use in their rooms.

The system of student government allows opportunity for the development of self control and as much liberty as is consistent with the culture and refinement which every teacher desires to possess and express.

A graduate nurse lives in the dormitory and watches over students and cares for them whenever necessary. Her skilful and prompt attention keeps the students in good physical condition.

WARDROBE LIST

The following list includes the special wardrobe requirements for young women, with some suggetions as to further needs.

REQUIRED

For practice teaching

Business shirt waists and skirt
Low heeled oxfords or shoes (heels not higher than one-half inch)

For gymnasium work

All white middy blouse
White tennis shoes
Black bloomers (pleated)
Black ties
Black stockings
(All gymnasium equipment may be ordered through the Health Education Department of the school.)

SUGGESTED

For hiking, picnics, and sports wear

Pleated or full skirt
Sweater
Cap or tam
Heavy-soled, flat-heeled, broad-toed shoes

Miscellaneous

Table napkins
Towels and wash cloths
Curtains and room decorations
One comfortable or wool blanket
Tennis racquet
Bathing suit and rubber cap
Skates
Skis, snow-shoes, etc.
Kimona
Bed-room slippers

An Ode to Edinboro

Listen, Edinboro,
To the tale the pine tree told;
Told of why it loved thy beauty,
Beauty that will ne'er grow old.

Campus spread in fairy picture,
Buildings red and ivy-green;
Trees that shelter birds by hundreds,
Lilacs white and fragrant, seen.

Tennis courts and campus covered
With a sheen of deepening white;
Trees and lilacs, clad in snow-flakes,
Edinboro, all is right.

—*Helen McCrea, '23.*

"Our girls will win tonight,
Our girls will win!"

Summer School Enrollment 1921

GIRLS

Ainsworth, Bessie F. ..... Corry
Alcorn, Alzora ..... Titusville
Allen, Edith ..... West Middlesex
Allen, Gladys ..... West Middlesex
Allen, Ruth Lenore ..... Edinboro
Arick, Villa M. ..... Meadville
Armagost, Thelma E. ..... Venango
Artman, Matilda ..... Jamestown
Armstrong, Bertha ..... Townville
Armstrong, Mildred ..... Columbus
Ash, Dorothy ..... Riceville
Bealer, Grace ..... Adamsville
Baccus, Helen Allene ..... Corry
Bacon, Myrtle ..... Meadville
Baker, Sara ..... Mercer
Baldwin, Rosalyn ..... Elgin
Baldwin, Mrs. Cecil ..... Edinboro
Balliet, Harriet ..... Saegerstown
Barbour, Pearl ..... Kennard
Barnes, Blanche ..... Waterford
Bedford, Geraldine ..... Franklin
Behrens, Ethel E. ..... Tionesta
Bennett, Anna ..... Spartansburg
Bier's, Hilma ..... Erie
Benner, Ruth ..... Fredonia
Black, Dorothy ..... Mercer
Birchard, Eva ..... Cambridge Springs
Black, Florence ..... Fredonia
Blair, Alice M. ..... Westford
Blanchard, Barbara ..... Union City
Blauser, Bertha ..... Oil City
Borland, Georgia ..... Sandy Lake
Boutwell, Nellie ..... Centerville
Bowman, Whilma ..... Springboro
Boyd, Lulu Irene ..... Warren
Boyer, May ..... Sharon
Boyle, Bernice ..... Meadville
Breed, Catherine ..... Union City
Brooks, Beula ..... Corry
Brooks, Vera E. ..... Corry
Buchanan, Rosabel ..... Centerville
Buchholz, Dorothy ..... North East
Buckley, Frances ..... Union City
Burchfield, Helen ..... Edinboro
Bush, Vera ..... Fairview
Calabrese, Elvira ..... Erie
Camp, Malissa ..... Edinboro
Cantrell, N. Madge ..... North East
Carey, Gertrude ..... Sandy Lake
Carnes, Elmo ..... Sharpsville

Carson, Josephine.....Pleasantville
Chapin, Irene.....Harbor Creek
Chisholm, Ella.....McKean
Clements, Mary T.....Oakmont
Clifton, Mary.....Tidioute
Coburn, Hazel Anne.....North East
Colton, Mary M.....Carlton
Cooney, Elaine Blanden.....Edinboro
Cooper, Dorothy.....Edinboro
Cotton, Margaret E.....Gifford
Cousins, Elsie.....Mercer
Crandall, Florence.....Edinboro
Crawford, Nina N.....Townville
Cross, Theo. G.....Erie
Crowe, Margaret.....Union City
Crowell, VeEtta.....Corry
Cummings, Ethel.....Erie
Cutshall, Vada.....Meadville
Dallas, Mary.....Sharpsville
Davis, Rachael.....Mercer
Davison, Anna.....Franklin
Dickson, Louise.....Sharpsville
Donaldson, Esther Marion.....Linesville
Donaldson, Mildred Aurora.....Tidioute
Doolittle, Mildred.....Union City
Daugherty, Minnie.....Youngstown, Ohio
Duncombe, Ellen.....Scotia
Eddy, Helen.....Titusville
Ediburn, Iva.....West Middlesex
Eiler, Marguerite Ethel.....Meadville
Emerson, Lavada.....Grand Valley
English, N. Louise.....Kinzua
Escobar, Louise.....Warren
Eyres, Mabel.....Erie
Finn, Florence.....North East
Ford, Helen.....Titusville
Forsberg, Eva.....Russell
Foster, Margaret.....Conneautville
Fox, Pauline.....Union City
Fox, De Leo.....Union City
Free, Beryl.....Hadley
French, Kathryne.....Meadville
Gallagher, Helen.....Sandy Lake
Gearhart, Effie.....Pulaski
Gibson, Ella Mae.....Pittsfield
Gifford, Lena.....Titusville
Gleeten, Nina.....Edinboro
Gorman, Gladys.....Union City
Gorndt, Helen.....North East
Goroncy, Clara.....Sharon
Grant, Catherine.....Titusville
Gray, Ruth Audeen.....Tidioute
Greenfield, Mabel.....Linesville
Gross, Goldie.....Harbor Creek
Hain, Marcella.....Erie
Hall, Adelle Rathbun.....Albion

Hallett, Mildred.....Franklin
Hamilton, Marion.....Centerville
Hancox, Rhinda.....Titusville
Harrington, Marie.....Akely
Harrison, Ethel.....Stoneboro
Harrison, Myrtle N.....Titusville
Hart, Mary.....Cochranton
Haugh, Agnes Irene.....Waterford
Hawkins, Ethel.....Bear Lake
Hayes, Florence May.....Edinboro
Heald, Lena L.....Venango
Heath, Helen M.....Cochranton
Hegg, Dorothy Myrtle.....Russell
Heilig, Kathryn L.....Sharpsville
Heintz, Cecile.....Cranesville
Henton, Dorothy.....Centerville
Hill, Luella.....Hadley
Hilliard, Ona Edith.....Fertigs
Hillyer, Anna.....Union City
Himrod, Louise.....Waterford
Hodgens, Mary Agnes.....Hookstown
Hogue, Euince Emmaline.....South Oil City
Hotchkiss, Edna.....Springfield
Howard, Hazel.....East Springfield
Howland, Erma.....Edinboro
Hull, Amelia.....Waterford
Huntley, Florence H.....Union City
Jennings, Florence.....Sandy Lake
Johnson, Anna A.....Spring Creek
Johnson, Ila K.....Jamestown
Joiner, Belle.....Springboro
Joiner, Marion.....East Springfield
Karns, Edith.....Meadville
Karns, Mary E.....Meadville
Kelso, Ora.....Mercer
Kent, Bessie.....Wattsburg
Kester, Marion.....Farrell
Kifer, Lela.....Kinzua
Kline, Dorothy.....Edinboro
Krautter, Ernestine.....Edinboro
Laughery, Ruth.....Union City
Lathrop, Ferne.....North East
Lavely, Katharine.....Guys Mills
Lawyer, Loretta.....Meadville
Lewis, Anna.....Greenville
Lewis, Lavilla.....Greenville
Limber, Helen.....Meadville
Lindsay, Alberta Logan.....Parnassus
Lobaugh, Lola.....Union City
Lupean, Doris.....Albion
Lyntz, Iva.....East Springfield
McAvoy, Lillian.....Mayburg
McCracken, Elsie Mae.....Hadley
McCray, Bertha.....Corry
McDonnell, Mary.....Union City
McDowell, Mary.....Sheakleyville

McKay, Daisy Viola.....Jackson Center
McLallen, N. Ethel.....Waterford
McLaughlin, Mildred.....Cooperstown
McMeekin, Rachel.....Kersey
McNamara, Agnes.....Erie
Madden, Florence.....Edinboro
Madison, Ruth.....Aiken
Mahan, Lulu Mary.....Waterford
Marsh, Ethel.....Mercer
Marsh, Mayme.....Warren
Marsteller, Rose.....Clarks Mills
Maul, Irene.....Cooperstown
Mershon, Bertha Wilmina.....Erie
Middleton, Elizabeth.....Erie
Middleton, Marjorie.....Union City
Miller, Bess A.....Franklin
Miller, Clara.....Jamestown
Miller, Inez.....Greenville
Miller, Maude V.....Corry
Miller, Mildred.....Corry
Miles, Rebekah.....Mercer
Mixer, May.....Corry
Moreland, M. Lily.....Jamestown
Morrow, Katherine S.....Union City
Mosier, Inez A.....Saegerstown
Neumarker, Marie.....Edinboro
Newton, Eva.....Shinglehouse
Nickerson, Uarda A.....Greenville
North, Helen A.....Greenville
North, Mabel A.....Greenville
Oakes, Hazel.....Guys Mills
O'Brien, Marion.....Saegerstown
Ognibene, Mary M.....North East
Ohrne, V. Florence.....Columbus
Olson, Thyra.....Kane
Osborne, Dorothy.....Waterford
Osborne, Mrs. Rose.....Atlantic
Page, Lydia Bertina.....Erie
Parker, Leona.....Wattsburg
Parker, Margaret Helen.....North East
Parkin, Marie Rachel.....Union City
Payne, Opal Lovina.....Edinboro
Peffer, Theresa A.....McKean
Perkins, Helen A.....Cambridge Springs
Perrine, Erma June.....Jackson Center
Peters, Jennie.....Sandy Lake
Phillips, Martha N.....North East
Pierson, Ruth.....Meadville
Platz, Hazel.....Erie
Porter, Mrs. Mary.....Warren
Prenatt, Elizabeth.....Meadville
Price, Coral E.....Kellettville
Racop, Velma.....Cambridge Springs
Range, Florence.....Union City
Raymond, E. Belle.....Lundys Lane
Reither, Ruth.....Stoneboro

Reynolds, Minnie.....Rouseville
Reynolds, Ora.....Rouseville
Rice, Maude.....Springboro
Rich, Mary I. L.....Linesville
Richard, Geraldine.....Meadville
Richey, Katherine.....Franklin
Rickard, Marjorie.....Guys Mills
Ringer, Edna.....Fredonia
Rowan, Christine.....New Castle
Rowland, Ruth.....Union City
Runninger, Mrs. W. C.....Franklin
Russell, Mary.....Fredonia
Ryan, Irene I.....Erie
Ryan, Julia.....Meadville
Salen, Esther.....Cambridge Springs
Sawdy, Fern.....North Girard
Schreiner, Mary.....Erie
Scott, Marguerite.....Erie
Sedgwick, Mildred.....Edinboro
Selander, Ellen.....Warren
Shay, Elizabeth S.....Cochranton
Sheldon, Eleanor L.....Erie
Shelgren, Virginia.....Bradford
Shellito, Gladys.....Edinboro
Shilling, Doris.....Wheatland
Shimp, Isabelle T.....Erie
Shingledecker, Inez.....West Middlesex
Simons, Dorothy.....Jamestown
Skelly, Lelia F.....Titusville
Skelton, Mary.....Edinboro
Slater, Edith.....Clarks Mills
Smith, Elsie.....Saegerstown
Smith, Hazel M.....Sandy Lake
Smith, Lulu R.....Franklin
Smith, Ruth.....New Castle
Sorg, Bess.....Harmonsburg
Sortore, Alice.....Bradford
Squire, Mary.....Corry
Starr, Katherine.....Corry
Steffee, Kathryn.....Linesville
Stevens, Leta.....Linesville
Stowell, L. Addie.....Corry
Sweeney, Ellen Dorothy.....Russell
Swift, Phoebe.....Cambridge Springs
Titus, Ila.....Spartansburg
Tobin, Ellen M.....Edinboro
Townsend, Alice.....Conneaut Lake
True, Effie Lois.....Waterford
Turk, Hazel.....Oil City
Turner, Geraldine.....Cambridge Springs
Tuttle, Irene.....Oil City
Tuttle, Mary.....Oil City
Tyndall, Maribelle.....Union City
Urch, Frances.....Philadelphia
Volk, Mrs. Frances.....Erie

Wade, Marjorie E.....McKean
Wageman, Edith.....Greenville
Walters, Florence.....Cambridge Springs
Waid, Helen E.....Bradford
Warner, Grace Phoebe.....Edinboro
Watson, Ruth.....Kellettville
West, Helen Irene.....South Oil City
White, Edna.....Albion
Wiesen, Martha.....Sharon
Williams, Mabelle.....Union City
Wilder, Hazel.....Conneautville
Winans, Marie.....Townville
Wagoner, Anna Belle.....Cochranton
Williams, Margery.....Union City
Winton, March.....Townville
Winkler, Marjorie.....Ludlow
Wolfe, Ruth.....Pleasantville
Wolff, Wanita E.....Saegertown
Wygant, Alice.....Cooperstown
Wykoff, Hazel.....Cambridge Springs
Wynkoop, Esther.....Bradford
Yolton, N. W.....Pittsburgh
Young, Edythe.....Sharpsville
Young, Adda.....Cranesville
Young, Marie.....Conneautville
Young, Vera.....Spartansburg

BOYS

Allen, John B.....Waterford
Baldwin, Harold.....Wattsburg
Battles, Howard.....Cochranton
Bausman, Jacob.....Meadville
Beattie, Earl M.....Transfer
Bentley, George A.....Albion
Carey, Clair Eugene.....Polk
Carter, Durward.....Union City
Courtney, L F.....Guys Mills
Cross, Roy J.....Union City
Fairfield, Clarence.....Springboro
Fillger, Fred W.....North East
Finnucan, J. Cornelius.....Springboro
Freeman, James Edgar.....Conneautville
Hartley, Arthur.....North East
Hollenbeck, Donald.....Edinboro
Hotchkiss, Earl.....Conneautville
Homer, Neil.....Transfer
Hoyt, Donald.....Albion
Marsh, Lloyd.....McKean
Mead, Wilbur.....Pittsfield
Mickle, Clinton.....Cambridge Springs
Miller, K. DeWitt.....Mercer
Murray, Alvin.....Pleasantville
Neuhard, Harley.....Springboro
Nichols, Clarence.....———
Raymond, E. Ronald.....Albion

Salmon, John Ray.....Centerville
Smith, Laban.....Guys Mills
Stearns, Merton.....Sugar Grove
Stevenson, Lucus L.....Greenville
Taylor, Ralph D.....Pittsburgh
Wellmon, Durward.....Centerville

SUMMARY OF SUMMER TERM ENROLLMENT 1921

	Boys	Girls	Total
Regular Courses	33	292	325
Music Only	0	1	1
Art Only	0	7	7
Total Enrollment	33	300	333

SENIORS RESIDENT AT EDINBORO
1921-'22

Name	Home Address
Alcorn, Nina A.	Corry, R. F. D. 1
Allen, Ruth Lenore	Edinboro
Baker, Sarah E.	Mercer, R. F. D.
Battles, Gladys	Girard, R. F. D. 2
Black, Dorothy	Mercer, R. F. D. 3
Blystone, Bertha Louise	Edinboro
Bonney, Herbert	Wattsburg
Buseck, Erma L.	Erie, R. F. D. 2
Camp, Averil	Erie, R. F. D. 2
Cassidy, Geraldine	Utica
Chess, Agnes	Hadley, R. F. D. 34
Cooney, Mrs. Elaine Blanden	Edinboro
Crowell, VeEtta	Corry, R. F. D. 2
Cunningham, Grace	Edinboro, R. F. D. 4
Dale, Melba Naoma	Pittsburgh, 324 Diamond
Drake, Mrs. Georgia Humes	Cambridge Springs
Edgerton, Esther M.	Edinboro
Edgerton, Mabel M.	Edinboro
Edin, Arline	Sugar Grove
Fellows, Mabel	Edinboro, R. F. D. 5
First, Mary Irene	Oil City, 104 Allegheny
Forbes, Gertrude	Farrell, 921 Wallace
Fordyce, Helen	Meadville, 800 Penn
Hall, Georgia Aileen	Linesville
Haugh, Agnes Irene	Waterford, R. F. D. 7
Heasley, Bertha	Union City, R. F. D. 4
Heintz, Cecile	Cranesville
Henry, Arthur	Edinboro
Jenkins, Ethel	Edinboro
Johnson, Anna A.	Spring Creek
Jones, Dorothy Mildred	Erie, 328 W. 8th St.
Katzeman, Helen	Girard
Kline, Esther	Edinboro
Leacock, Rose Aileen	Edinboro
Lewis, Florence	Cambridge Springs, R. F. D.
Lewis, Mary E.	Sharon, 242 Jefferson
Lindberg, Lydia E.	Corry, R. F. D.
Loomis, Mildred	Albion
McCoy, Eleanor	Bradford, 194 Congress St.
McDowell, Mary	Sheakleyville
McIntosh, Miriam	Franklin, Park St.
Maloney, Ethyl	McDonald, 222 Third St.
Martin, Howard B.	Westford, R. F. D.
Mershon, Bertha	Erie, 5 Horton
Miller, Emily	Oil City, 229 Hoffman St.
Montgomery, Blanche	Grove City, 224 Poplar St.
Moon, Alta	Edinboro
Murray, James Alvin	Pleasantville
Murray, Margaret	Irvine
Obert, Philip	Union City, 6 Perry St.
Padden, May	Erie, 2309 Cramb St.
Percy, Gertrude E.	Guys Mills

Name	Home Address
Pulling, Lucile M.	Edinboro
Pulling, Ruth	Edinboro
Reither, Mrs. Elva E.	Oberlin, Ohio, 142 W. Lorain
Rouse, Rachel	Union City
Rowland, Maurice W.	Russell, R. F. D. 2
Rumbaugh, Arabelle	Karns City
Schade, Charles	New Sheffield, R. F. D.
Shenk, Edna M.	Erie, R. F. D. 1
Shrader, Jeanette	Edinboro, R. F. D. 1
Smith, Carl Reid	Cochranton
Sullivan, Julia	Oil City
Swaney, John	Edinboro, R. F. D. 2
Turner, Mary	Edinboro
Vath, Jane	Sandy Lake
Walford, Isabel	Spartansburg, R. F. D. 1
Walford, Lyda	Springboro, R. F. D.
Warner, Grace	Edinboro
Wellman, Clyde	Edinboro
Whipple, Carl	Edinboro
Williams, Alice	Sharon, 124 Elm St.
Wilson, Gladys I.	Lottsville
Wood, Bertha Lucile	Franklin

SENIORS RESIDENT AT ERIE
1921-'22

Albrecht Grace Ethel	Erie, 150 E. 6th
Banghart, Elsie	Erie, 256 W. 3rd
Daly, Margaret	Erie, 905 W. 11th
Davidson, Carol	Erie, 720 N. Park Row
Diamond, Helentroy	Erie, 262 W. 6th
Diamond, Ramona	Erie, 262 W. 6th
Eyres, Mabel	Erie, 1308 E. 8th
Foust, Alice	Erie, 1044 W. 10th
Gaeckle, Helen Louise	Erie, 703 W. 4th
Hall, Mrs. Adelle R.	Albion
Laird, Josephine	Erie, 2901 Parade
Lehan, Marian Patricia	Erie, 326 W. 4th
McNamara, Maude	Albion
Magraw, Mary	Erie, 729 E. 25th
Meister, Mabel	Erie, 245 E. 24th
Obert, Florence	Erie, 1022 E. Lake Rd.
Porreco, Mary A.	Erie, 455 W. 16th
Riblet, Alice	Erie, 516 Wallace
Winschel, Esther	Erie, 539 W. 17th
Wittman, Edna	Erie, 750 E. 25th

JUNIORS RESIDENT AT EDINBORO
1921-'22

Adsit, Eleanor	Conneaut Lake
Allen, S. Frances	Conneaut Lake, R. F. D. 4
Anderson, Mary	Parkers Landing, R. F. D. 67
Bacon, Iva J.	Springboro, R. F. D. 1
Bailey, Esther Arleen	Titusville, 234 W. Central
Bell, Grace	Tidioute

Name	Home Address
Bidwell, Marian Elizabeth	Mill Village
Blystone, Ellen Janette	Cambridge Springs
Borger, Agnes	Saegerstown, R. F. D. 3
Borger, Pearl	Saegerstown, R. F. D. 3
Brown, Marjorie E.	Cambridge Springs
Brown, Mary Amanda	Jamestown, R. F. D. 42
Brown, Shirley	Cambridge Springs
Buchanan, Rosabel	Edinboro
Burchard, Wilma	Guys Mills
Burgett, Marjorie E.	Sugar Grove, R. F. D. 4
Calkins, Edna S.	North East, 63 Robinson St.
Campbell, Mary Alma	North East
Carroll, D. Addison	Farrell, 304 Wallis Ave.
Coburn, Hazel Anne	North East
Cook, Margaret	New Castle
Cooley, Evelyn N.	Conneaut Lake
Courtney, Adelaide M.	Guys Mills
Crane, Jeane	Utica
Darrow, Ruth	Edinboro
Deriar, Mildred E.	Lundys Lane
Dick, Gertrude	Utica
Dickson, Winifred I.	Saegerstown
Garber, Isabell	Clarendon
Gleeson, Dorothy	Erie, 717 Second St.
Hague, Ethelyn E.	Conneautville, R. F. D. 1
Hansen, Virene	Edinboro
Harned, Thelma	Cambridge Springs
Headrick, George	Saegerstown
Hewitt, Natalia	Waterford
Hillyer, Thomas E.	Edinboro
Hinckley, Lulu	Bear Lake
Hooper, Elsie	Bradford
Hosbach, Grace	Erie, R. F. D. 1
Jackson, Florence M.	Warren, R. F. D. 3
Jenness, Rebecca	Cranesville, R. F. D. 1
Jolly, Louise	Pittsville
Jones, Margaret H.	Sandy Lake, R. F. D. 23
Kelley, Gladys P.	Cambridge Springs, R. F. D. 5
Kress, Laura Eleanor	Hydetown
Landers, Merritt	Cambridge Springs
Lavely, Mary Evelyn	Guys Mills
Lewis, Anna Elizabeth	Jamestown
Livermore, Lytie Leona	Sharon Center
Lyon, Thora Fern	Cranesville
McClenathan, Bertha	Erie, R. F. D. 1
McCrea, Helen J.	Eagle Rock
McCracken. Elsie	Hadley
McGahen, Rea	Edinboro
McKay, Blanche	Conneaut Lake
McVickers, Carl G.	Clarks Mills, R. F. D.
Miller, Frank	Jamestown
Moreland, Mary Elizabeth	Jamestown
Morgan, Burton	Wattsburg
Morris, Helen B.	Bradford, R. F. D. 1
Mulkin, Anna	Stoneboro, R. F. D. 21

Name	Home Address
Paige, Violet	Spring Creek
Pulling, Miles	Edinboro
Raymond, Ardys	Albion, R. F. D. 3
Reese, Lillian	Sharon, 505 Sherman St.
Rhodes, Harry Kenneth	Edinboro
Roberts, Josephine	Union City, R. F. D. 6
Rohleder, Grace	Hadley, R. F. D. 35
Ryan, Clarence	Cambridge Springs, R. F. D.
Sackett, V. Martha	Utica
Shader, Lenore	Conneautville
Shively, Gertrude E.	Emlenton, R. F. D. 2
Smith, Florence M.	Oil City, 23½ W. 5th St.
Smith, Iris J.	Cambridge Springs
Smith, Martha Lorena	Guys Mills, R. F. D. 3
Smith, Mabel Genevieve	Guys Mills, R. F. D. 3
Snyder, Sylvester J.	Edinboro, R. F. D. 3
Steward, Emily Lucile	Lundys Lane
Sullivan, Ruth I.	Duke Center
Tarbell, Joseph	Edinboro
TeWinkle, Helen	Clymer, N. Y.
Thomas, J. Clare	Linesville
Titus, Ila Pearl	Spartansburg, R. F. D. 2
Tower, Ruby	Springboro
Tracy, Maybelle	Albion
Villock, Theresa C.	Degolia
Walton, Donald	Meadville, R. F. D. 8
Waterhouse, Wilma	Union City, R. F. D. 66
Wiard, Mabelle C.	Springboro
Wiard, Mildred E.	Springboro
Wyatt, Grace L.	Meadville, 779 Cottage

JUNIORS RESIDENT AT ERIE
1921-'22

Alstadt, Louise	Erie
Atkinson, Edith	Erie
Bengston, Luella	Erie
Biers, Hilma	Erie
Blake, Daphne	Erie
Brown, Edythe	Erie
Burns, Mary	Erie
Calabrese, Celia	Erie
Campbell, Martha	Erie
Carney, Ellen	Erie
Crossley, Margaret	Erie
Cuthbert, Helen	Erie
Deimel, Margaret	Erie
Doffort, Helen	Erie
Donovan, Margaret	Erie
Dugan, Mary	Erie
Dunn, Florence	Erie
Dunn, Ruth K.	Erie
Evans, Elizabeth	Erie
Faulkner, Adella	Erie
Flinn, Morris	Erie

Name	Home Address
Freindel, Clara	Erie
Gerbracht, Edith	Erie
Gifford, Florence	Erie
Gillespie, Wynne	Erie
Gordon, Dorothy	Erie
Greenwood, Mrs. Sara Gertrude	Erie
Gruber, Mrs. Florence S	Erie
Heckman, Dorothy	Erie
Henck, LaVerta	Erie
Hendrickson, Helga	Erie
Herwig, Mrs. Agnes	Erie
Hetz, Mildred	Fairview
Hilton, Albert	Erie
Hoffman, Lois	Erie
Johnson, Alice	Springcreek
Johnson, Mabel	Erie
Kaltenhauser, Gladys	Erie
Kearney, Ruth	Erie
Kelleher, Mary	Erie
Lloyd, Dorothy	Erie
Marsh, Emily	Erie
McLaughlin, Evelyn	Erie
McLaughlin, Mary Cecelia	Erie
Mooney, Ellen	Erie
Newlove, Florence	Erie
Peterson, Margaret	Erie
Porter, Ruth L.	North East
Purtle, Ellen M	Erie
Rasmussen, Lola	Erie
Retcher, Mercedes	Erie
Riehl, Grace E	Erie
Rooney, Geraldine	Erie
Rosin, Ruth	Erie
Ruhling, Ethyl	Erie
Runser, Isabel	Erie
Schaaf, Ida Mary	Erie
Schiefferle, Lucille	Erie
Schutte, Violet	Erie
Schwartz, Zora	Erie
Shreve, Audine	Erie
Siple, Carroll	Erie
Spires, Annabell	Erie
Steubler, Miriam	Oil City
Stoliker, Dorothy	Erie
Stuart, Mildred Grace	Erie
Thomas, Virginia	Erie
Voettner, Edna	Erie
Vogel, Elizabeth	Erie
Volk, Mrs. Frances	Erie
Wadsworth, Lovilla	Union City
Weaver, Evelyn	Oil City
Weschler, Florence	Erie
Wilhelm, Marjorie	Erie
Wolff, Miriam	Erie
Zeller, Esther	Erie

SUPERVISORS ART COURSE

Bensinger, Gertrude L. ..... Franklin, 1034 Elk St.
Gleeten, Nina L. ..... Edinboro
Heile, Paul ..... Transfer
Peterson, Lithner ..... Sugar Grove
Townley, James ..... Cambridge Springs

MUSIC STUDENTS

Piano

Crandall, Thelma ..... Edinboro
Goodell, Carrie ..... Edinboro
Goodell, Margaret ..... Edinboro
Osuna, Jose ..... Venezuela
McCoy, Eleanor ..... Bradford
Percy, Gertrude ..... Guys Mills
Thomas, J. Clare ..... Linesville
Washburn, Madeline ..... Edinboro

Violin

Clow, Anita ..... Edinboro
Hall, Grace ..... Edinboro
Skelton, Mildred ..... Edinboro
Perry, Faye ..... Edinboro

Voice

Darrow, Luceil ..... Edinboro
Rouse, Rachel ..... Union City
Unger, Hazel ..... Edinboro

SUMMARY OF ENROLLMENT

	Boys	Girls	Total
Seniors, Regular Normal Course	11	83	94
Juniors, Regular Normal Course	17	150	167
Art Course	3	2	5
Music Course	2	18	20
Total, not including Summer Term	33	253	286
Names repeated			3
Summer Term, 1921	33	300	333
Total Enrollment in Regular Courses			616

ENROLLMENTS IN EXTENSION COURSES

September, 1921—May, 1922

Corry	26
Erie	505
Farrell	18
Franklin	31
Meadville	36
Sharon	16
Total	632
Grand Total	1248

UNIVERSITY OF ILLINOIS-URBANA
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